

MCAP Argument Performance Task Rubric Grades 6-10

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	4	3	2	1	0
WRITTEN EXPRESSION	<p>The response</p> <ul style="list-style-type: none"> <li>•Demonstrates a full and complete understanding of ideas in the texts by providing an accurate analysis supported with effective and convincing textual evidence.</li> <li>•States and supports claim(s) in an effective analysis of texts using effective reasoning and relevant evidence.</li> <li>•Develops clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>•Ideas are presented clearly and logically from beginning to end; there are strong connections between and among ideas.</li> <li>•Alternate or opposing claims are clearly acknowledged and soundly addressed. (Not applicable in grade 6.)</li> </ul>	<p>The response</p> <ul style="list-style-type: none"> <li>•Demonstrates an adequate understanding of ideas in the texts by providing a mostly accurate analysis supported with adequate textual evidence.</li> <li>• States and supports claim(s) in a mostly effective analysis of texts using mostly effective reasoning and evidence.</li> <li>• Develops mostly clear and coherent writing in which the development, organization, and style are mostly appropriate to task, purpose, and audience.</li> <li>• Ideas are presented from beginning to end; there are connections between and among ideas.</li> <li>• Alternate or opposing claims are mostly acknowledged and addressed. (Not applicable in grade 6.)</li> </ul>	<p>The response</p> <ul style="list-style-type: none"> <li>•Demonstrates basic understanding of ideas in the texts by providing a somewhat accurate analysis supported with basic textual evidence.</li> <li>•States and supports claim(s) through a somewhat accurate analysis of texts using some reasoning and evidence.</li> <li>•Develops generally clear and coherent writing in which the development, organization, and style are somewhat appropriate to task, purpose, and audience.</li> <li>•Ideas are somewhat clear and logical; there are general connections between and among ideas.</li> <li>•Alternate or opposing claims are somewhat acknowledged and addressed. (Not applicable in grade 6.)</li> </ul>	<p>The response</p> <ul style="list-style-type: none"> <li>•Demonstrates limited understanding of ideas stated in the texts by providing a minimally accurate analysis supported with limited textual evidence.</li> <li>•States and supports claim(s) through a limited analysis of texts using limited reasoning and evidence.</li> <li>•Develops minimally coherent writing in which the development, organization, and style are limited to task, purpose, and audience.</li> <li>•Ideas are limited; there are minimally effective connections between and among ideas.</li> <li>•Alternate or opposing claims are limited in their appropriateness and development. (Not applicable in grade 6.)</li> </ul>	<p>The response</p> <ul style="list-style-type: none"> <li>•Demonstrates no understanding of ideas in the texts. The response provides inaccurate or no analysis and no textual evidence.</li> <li>•Does not state or support claim(s) and demonstrates no or inaccurate analysis of texts.</li> <li>•Lacks coherent writing, organization, and style for the task, purpose, and audience.</li> <li>•Ideas are inappropriate, missing, or inaccurate; there are few or no connections between and among ideas.</li> <li>•Alternate or opposing claims are not considered. (Not applicable in grade 6.)</li> </ul>
WRITTEN CONVENTIONS		<p>The response demonstrates a full command of conventions of standard English at the appropriate level of complexity. A variety of sentences are well-formed and effectively controlled. Grammar is strong and effective, enhancing the content of the response. Spelling, punctuation, and capitalization are mostly correct.</p>	<p>The response demonstrates a partial command of conventions of standard English at the appropriate level of complexity. Sentences are somewhat controlled, and there is an attempt at sentence variety. Command of usage and grammar is uneven. Errors in spelling, punctuation, and capitalization may occasionally impede understanding, but the meaning is generally clear.</p>	<p>The response demonstrates little command of conventions of standard English at the appropriate level of complexity. Sentence variety and control are limited. Errors in grammar and usage are frequent and impede understanding. Spelling, punctuation, and capitalization are limited and unclear.</p>	<p>The response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. There is no evidence of sentence variety or control. Frequent and varied errors in mechanics, grammar, and usage severely impede understanding.</p>